

Pickens Middle

467 Sparks Lane
Pickens, SC 29671

Grades	6-8 Middle School	
Enrollment	854 Students	
Principal	Dr. Libba Floyd	864-878-8735
Superintendent	Lee D'Andrea, Ph.D.	864-855-8150
Board Chair	Dr. B. J. Skelton	864-868-9691

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

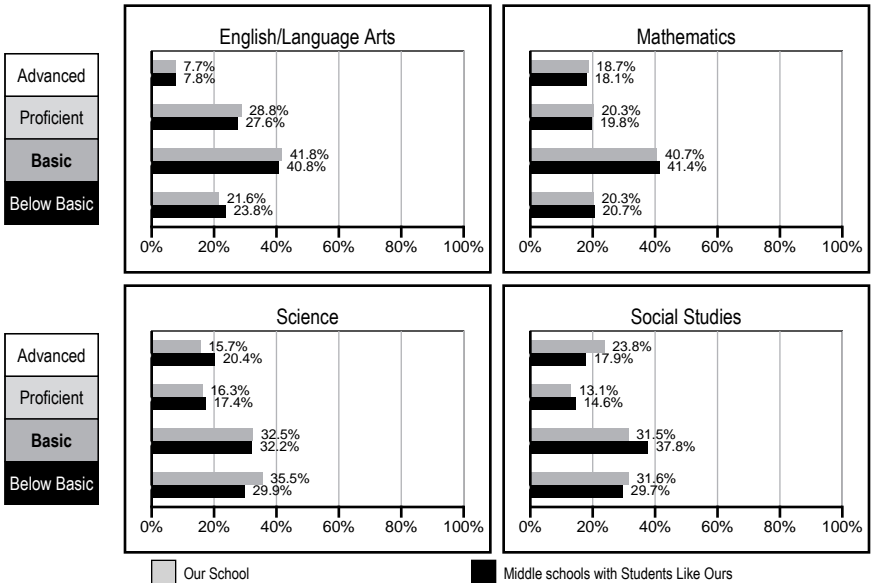
97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	27	12	2

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	98.1
English 1	100.0	97.5
Physical Science	0	51.4
All Subjects	100.0	97.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=854)				
Students enrolled in high school credit courses (grades 7 & 8)	44.5%	Down from 69.5%	27.7%	19.4%
Retention rate	1.6%	Down from 3.6%	1.7%	1.8%
Attendance rate	95.5%	Down from 95.7%	95.8%	95.8%
Eligible for gifted and talented	22.6%	Up from 22.3%	18.7%	15.3%
With disabilities other than speech	15.0%	Up from 14.4%	13.1%	12.9%
Older than usual for grade	3.2%	Up from 3.1%	2.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 1.7%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	67.2%	Up from 63.8%	57.6%	55.0%
Continuing contract teachers	88.5%	Down from 94.8%	74.4%	70.6%
Teachers with emergency or provisional certificates	1.8%	Up from 0.0%	4.7%	5.4%
Teachers returning from previous year	87.1%	Down from 90.4%	87.0%	83.4%
Teacher attendance rate	94.0%	Down from 95.2%	95.1%	94.9%
Average teacher salary	\$47,736	Up 2.8%	\$45,344	\$44,706
Professional development days/teacher	13.9 days	Up from 12.3 days	12.8 days	11.8 days
School				
Principal's years at school	1.0	Down from 4.5	4.0	3.0
Student-teacher ratio in core subjects	23.2 to 1	Down from 23.7 to 1	22.5 to 1	20.1 to 1
Prime instructional time	88.3%	Down from 88.6%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 64.4%	98.8%	98.0%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil*	\$7,181	Up 7.2%	\$6,560	\$7,097
Percent of expenditures for instruction*	61.4%	Down from 63.0%	64.0%	64.4%
Percent of expenditures for teacher salaries*	56.7%	Down from 59.8%	59.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Pickens Middle School, a National Blue Ribbon School of Excellence and a National Service Learning Leader School, works daily with parents and community to emphasize high academic achievement, career awareness, and citizenship through diverse learning opportunities in a secure and caring environment. In 2003, we were named a National School of Character Promising Practices recipient. We were named an Exemplary Writing School and the 2002 Carolina First Palmetto's Finest state middle school award winner.

We seek to improve student achievement by continuing writing and reading across the curriculum, creating career awareness through job shadowing activities and increasing parent involvement. The faculty participates in numerous staff development conferences through the Southern Regional Education Board (SREB), the National Middle School Conference, and other state and local conferences. Differentiated instruction and Thinking Maps are among the staff development activities that the faculty participated in during school day meetings. Selected by the State Department of Education, the school is in the third year of a project to use the environment as an integrating context for learning. At-risk seventh graders participate in this project in an effort to close the achievement gap.

As a national leader in service learning, we continue to involve 100 percent of the faculty and students with service learning integrated into the curriculum. We are a pilot school to participate in the State Department of Education's Middle School Project. This initiative, started in the spring of 2004, assists schools in planning staff development to improve test scores in an effort to meet Adequate Yearly Progress (AYP). Plans are to develop a professional library to offer to teachers the resources for innovative teaching techniques.

It is our belief that by enlisting the support of the faculty, staff, administration, parents, and the community, we will achieve our goal of engaging students who can cope with the demands of an ever-changing world. Strong community support is shown through our civic organizations and business community partnerships that provide both financial and personal support to our school.

Dr. Libba Floyd, Principal Frances Wannamaker, School Improvement

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	191	70
Percent satisfied with learning environment	98.2%	76.2%	71.0%
Percent satisfied with social and physical environment	89.1%	74.1%	64.7%
Percent satisfied with school-home relations	85.7%	80.4%	69.1%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	834	100	22.6	43	28.2	6.1	47.3	55.9	48.2	Yes	Yes
Gender											
Male	446	100	28.6	43.5	24.8	3.1	39.2	49.1	41.7	N/A	N/A
Female	388	100	15.8	42.5	32.1	9.6	56.4	63	55	N/A	N/A
Racial/Ethnic Group											
White	776	100	22.2	42.4	29.1	6.3	47.6	58.4	60	Yes	Yes
African American	43	100	32.5	52.5	15	0	37.5	36.2	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	70.4	70.4	I/S	I/S
Hispanic	13	100	16.7	41.7	25	16.7	58.3	41.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
Disability Status											
Disabled	123	100	64.7	28.4	5.2	1.7	15.5	17.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	46	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	371	100	34.7	44.9	19	1.5	33.8	41	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	834	99.8	21.5	43.4	19.3	15.8	48.6	52.3	45.8	Yes	Yes
Gender											
Male	446	99.6	24.8	39.2	17.3	18.7	48.9	52.2	45.6	N/A	N/A
Female	388	100	17.6	48.1	21.7	12.6	48.1	52.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	776	99.7	20.7	43.7	18.8	16.7	49.4	55	59	Yes	Yes
African American	43	100	37.5	40	20	2.5	25	28.8	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	74.1	71.3	I/S	I/S
Hispanic	13	100	16.7	33.3	41.7	8.3	75	42.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
Disability Status											
Disabled	123	100	51.7	43.1	4.3	0.9	12.9	18.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	51.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	371	99.7	30	49.6	13.7	6.7	34.4	37.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	566	99.7	34.8	32.7	16.8	15.7	32.5	43.9	35.7	95.5	96.2
Gender											
Male	302	99.7	35	31.5	16.4	17.1	33.6	46.3	37.4	95.3	96.2
Female	264	99.6	34.5	34.1	17.3	14.1	31.4	41.4	33.8	95.7	96.3
Racial/Ethnic Group											
White	528	99.6	33.9	32.1	17.3	16.7	33.9	46.9	49.2	95.5	96.2
African American	29	100	46.4	42.9	10.7	0	10.7	19.4	17	95.1	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	72.9	58	94.7	98
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	27.9	24.9	96.2	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	69.6	94.9
Disability Status											
Disabled	85	100	63.8	22.5	11.3	2.5	13.8	15.7	14	93.9	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	97.8	97.8
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	39	24.4	97.1	97.3
Socio-Economic Status											
Subsided meals	252	100	49.6	31.6	13.2	5.6	18.8	30.4	21.1	94.3	95.3

Social Studies

All Students	563	99.5	31.2	31.9	13.4	23.6	36.9	43.8	34	95.5	96.2
Gender											
Male	297	99.3	31.1	30	13.4	25.4	38.9	46.1	36.6	95.3	96.2
Female	266	99.6	31.3	34	13.3	21.5	34.8	41.3	31.3	95.7	96.3
Racial/Ethnic Group											
White	525	99.4	30.6	32.7	13.3	23.4	36.7	45.8	44.5	95.5	96.2
African American	26	100	50	20.8	12.5	16.7	29.2	24.6	19.1	95.1	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	71.7	58.9	94.7	98
Hispanic	11	100	20	20	20	40	60	38.5	27.5	96.2	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	69.6	94.9
Disability Status											
Disabled	79	98.7	53.3	34.7	12	0	12	16.3	14.4	93.9	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	97.8	97.8
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	43.8	27.3	97.1	97.3
Socio-Economic Status											
Subsided meals	261	99.6	44.3	34.4	10.2	11.1	21.3	29.6	21	94.3	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	304	100	22.3	41	27.5	9.2	36.6
	7	293	99.7	29.4	40.1	27.2	3.3	30.5
	8	288	100	22.2	51.5	23.3	3	26.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	271	100	19.8	42	31.5	6.6	38.1
	7	292	100	24.5	42.2	25.5	7.8	33.3
	8	271	100	23.3	45	27.9	3.9	31.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	304	100	20.5	41	24.9	13.6	38.5
	7	292	99.7	25.8	41.7	18.1	14.4	32.5
	8	289	100	23.7	51.9	14.8	9.6	24.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	271	100	19.5	41.2	17.9	21.4	39.3
	7	292	99.7	18.4	45.7	17.7	18.1	35.8
	8	271	99.6	26.7	43	22.5	7.8	30.2
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	156	100	40.4	33.8	16.2	9.6	25.7
	7	291	99.7	33.7	34.1	18.7	13.5	32.2
	8	141	100	33.6	45	9.9	11.5	21.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	136	100	37	33.9	11.8	17.3	29.1
	7	292	99.7	31.9	36.5	18.1	13.5	31.6
	8	138	99.3	38.6	23.5	18.9	18.9	37.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	153	100	15.8	27.1	24.8	32.3	57.1
	7	291	99.7	49.4	30.3	11.2	9	20.2
	8	147	99.3	32.4	60.4	5.8	1.4	7.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	138	99.3	10.6	22	19.7	47.7	67.4
	7	291	99.7	41.3	29.5	8.2	21	29.2
	8	134	99.3	30.2	47.6	18.3	4	22.2

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